

P-20 Coordinating Council

January 8, 2010

Call to Order, Welcome, Introductions and Objectives

Dr. Carol Peck



Office of Governor Janice K. Brewer

Today's objectives

1

To highlight key points from Arizona's RTTT Application

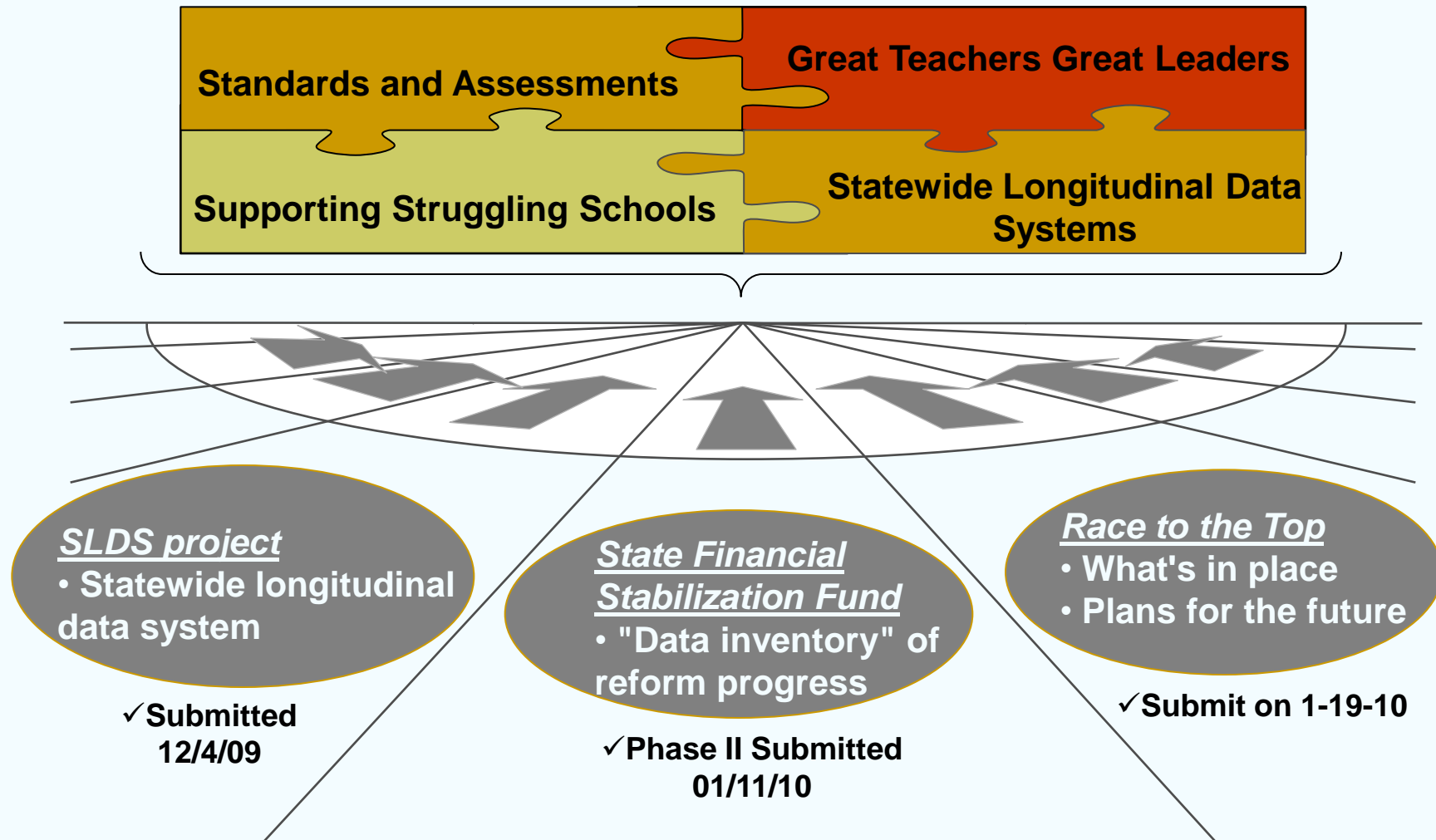
2

To review final steps for submission

3

Next steps for the Council

Initial work to focus on US DOE grant initiatives and support progress on the four reform areas



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Race to the Top Application

Dr. Deb Duvall



Office of Governor Janice K. Brewer

RTTT Application

Vision for Public Education In Arizona

By 2020, Arizona's students will be ranked among the best in the United States, setting an example achieving excellence amid challenging circumstances

RTTT Application

To accomplish this vision, Arizona established a bold and innovative plan that incorporates grade/content academic interventions creating an end to social promotion while at the same time fostering a “move on when ready” environment for all students.

RTTT Application: Four Education Reforms

Infrastructure to Facilitate Reform

- Develop rigorous college- and career-ready standards and assessments
- Establish Pre-K through college data systems to track and foster performance and improvement

Levers to Achieve Reform Efforts

- Great Teachers Great Leaders
- Provide intensive support and interventions to the lowest performing schools

RTTT: Standards and Assessments

Goal: A systematic linkage of college- and career-ready (CCR) standards
High quality summative assessments and a comprehensive set of supports
That leads to an end of social promotion and fosters a “move on when Ready” environment for all students.

The State will:

- ✓ Adopt Common Core standards
- ✓ Align early education standards to the Common Core and high school graduation to post secondary and workforce expectations
- ✓ Participate in a consortium to develop common summative assessments
- ✓ Provide online tools for formative assessments
- ✓ Round out the K-12 assessment system aligned with college- and career-readiness

All LEA's will:

- ✓ Support implementation of Common Core standards and new assessments

RTTT: Standards and Assessments

Participation requires:

- ✓ Providing professional development time to help teachers become familiar with the Common Core
- ✓ Enforcing rigorous standards for promotion at 3rd and 8th grades beginning in 2011
- ✓ Providing specific interventions and supports to students leading up to transition grades
- ✓ Contributing as needed to the development of formative and/or interim assessments based on the Common Core
- ✓ Implementing “move on when ready” strategies (e.g. dual enrollment, early college, AP, etc.)
- ✓ Willingness to participate in the pilot testing of K-2 assessments

RTTT: Longitudinal Statewide Data Systems

Goal: A secure, scalable data warehouse that provides a longitudinal P-20 perspective, value-added applications for classroom and stakeholder use overseen by a shared governance structure representative of the stakeholder groups

The State will:

- ✓ Complete a data warehouse incorporating links to higher education, the workforce and pre-school
- ✓ Provide for student alerts, actionable reports and automation of compliance requirement
- ✓ Provide for eLearning
- ✓ Provide data entry and data use training
- ✓ Provide on-line item bank/formative assessment tools
- ✓ Incorporate Arizona's Growth Model

All LEA's will:

- ✓ Incorporate teacher identifier for all data collection processes

RTTT: Longitudinal Statewide Data Systems

Participation requires:

- ✓ Building a culture based on objective data analysis and self-reflection
- ✓ Providing professional development to help teachers and principals use data to inform instructional practice
- ✓ Supporting the train-the trainer model on the proposed instructional improvement systems, data dashboard and supporting applications
- ✓ Ensure technology in the classroom

RTTT: Great Teachers Great Leaders

Goal: High-quality pathways into education, evaluation and other tools that improve teacher and principal effectiveness, a set of initiatives to help our best teachers move to our most challenged schools, and systems that foster self-reflection and continuous improvement

The State will:

- ✓ **Increase alternative pathways to certification**
- ✓ **Strengthen accountability of Performance Based Compensation Plans based on student achievement**
- ✓ **Establish a statewide mentoring program**
- ✓ **Establish the Governor's Distinguished Educator Corp**
- ✓ **Expand programs for hard-to-staff subjects (e.g. STEM, special needs)**

All LEA's will:

- ✓ **Develop teacher and principal evaluations with at least four ratings that incorporate student growth**

RTTT: Great Teachers Great Leaders

Participation requires:

- ✓ Making student growth data at least 50% of teacher and principal evaluation criteria
- ✓ Providing professional development on how to administer and interpret new evaluations
- ✓ Providing site-based professional development on how to use data to inform classroom practice
- ✓ Ensuring teacher ratings distribution is in line with overall LEA performance
- ✓ Using new evaluations to inform performance-based compensation, promotion, retention, tenure, removal ineffective teachers/principals
- ✓ Enhancing equitable distribution of highly effective teachers/principals

RTTT: Support to Struggling Schools

Goal: An innovative system for building capacity and clear criteria for Intervening in the persistently lowest-achieving schools, and a systematic linkage of these tools to additional strategies to help disadvantaged schools

The State will:

- ✓ Identify persistently lowest-performing schools
- ✓ Provide comprehensive approach to school interventions
- ✓ Institute receivership for persistently failing LEAs
- ✓ Dedicate resources to understand reasons schools struggle
- ✓ Provide intervention strategies specific to rural schools and those serving Native American students

All LEA's will:

- ✓ Accommodate the State's efforts to turn around struggling schools

RTTT: Support to Struggling Schools

Participation requires:

- ✓ Partnering with the State and local stakeholders to turn around struggling schools
- ✓ Implementing appropriate strategies to turn around persistently low-performing schools
 - Provide needs-based professional development
 - Provide for standards-based, after-school programs
 - Provide for extended learning time and/or eLearning opportunities
- ✓ Ensuring equitable distribution of highly effective teachers/principals
- ✓ Providing data transparency to stakeholders

RTTT: Broad initiatives across reform areas

STEM Strategy for the 21st Century

College- and career-ready (CCR) alignment

Create regional STEM hubs with a central connection

Pathways including Early College HS

Focus on increasing core content knowledge for teachers and students

Research as a classroom/school management protocol

Targeted focus on K-12 engineering education

Rural Strategy

Governor's Distinguished Educator Corps supplying turnaround specialists

- Supplement with locally driven initiatives to develop teaching talent

Enhance technology in the classroom

- Broadband/infrastructure
- Expand access to quality coursework (e.g., AP)

Specific strategies to support Native Americans and English Language Learners

- Stakeholder involvement
- Benchmarked programs

Focus on Transitions

Gradually shift paradigm from time-based education to mastery of content

- Particular focus on key transition points in a student's career

Invest in comprehensive set of student-level supports

- Credit recovery
- Counseling
- Tutoring
- Incentives

Use technology to target instruction

- Student-level alerts,
- Interventions tracking

Update on Stakeholder Involvement

Building strong statewide capacity to implement, scale up, and sustain proposed Plans

- Strong commitment from participating LEAs to the State's plans and to effective implementation of reform in the four education areas
 - Participating LEAs sign an MOU to implement all portions of the State's Race to the Top plans (the MOU includes a preliminary scope of work)
 - The required signature is that of the Superintendent or Charter Holder
 - Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the state must subgrant to LEAs
 - If a State is awarded a RTTT grant, participating LEAs have up to 90 days to complete final scopes of work, outlining specific goals, activities, timelines, budgets, etc.

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Remarks from the Governor

Governor Janice K. Brewer



Office of Governor Janice K. Brewer

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SFSF Phase II Application

Karla Phillips



Office of Governor Janice K. Brewer

Data Collection

What we must do to ensure that progress is being made:

The total number of data requirements is 37.

Each data item has two parts.

- **Can you collect the data or verify existing federal data?**
- **Is it updated frequently, publicly reported and available?**

If a state is not currently able to collect or publicly report the data or other information, the plan must describe the State's process and timeline for developing and implementing by September 30, 2011.

Achieving Equity in Teacher Distribution

What we must do to ensure that progress is being made:

The state must collect and describe for every school district and charter school:

- The system used to evaluate the performance of teachers and principals and the use of those results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.
- Whether or not the system includes student achievement outcomes or growth as a criterion.
- The number and percent of people at each performance level.
- Whether or not these systems are publicly reported.

P-20 Longitudinal Data Collection

What we must do to ensure that progress is being made:

Ensure that the state's system includes all 12 data elements outlined in federal law (student i.d., teacher i.d, transcripts, demographic information, etc)

Ensure that the State provides teachers with AIMS data and reports of individual teacher impact on student achievement.

Ensure that the State provides student growth data to teachers in a timely manner and informs instructional programs.

Standards and Assessments

What we must do to ensure that progress is being made:

Confirm that the State's assessment system has been approved.

Confirm the number of special education students and English language learners that are included in AIMS testing.

Describe what we are doing to improve the quality of our standards and testing for English language learners and special education students.

Compare AIMS results with NAEP results.

Standards and Assessments- con't

What we must do to ensure that progress is being made:

Begin to report the number and percentage of high school graduates who enroll in postsecondary education within sixteen months of graduation.

- Of these, begin to report, how many complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment.

Supporting Struggling Schools

What we must do to ensure that progress is being made:

Begin to identify the “persistently lowest-achieving schools”.

Report the schools in improvement, corrective action, or restructuring and how they have done over time.

Identify the number of charter schools operating and how many have been closed.

The number of charter school currently operating and permitted to operate.

The number of charter schools that have made progress on state assessments last year.

For more information

Arizona Office of Economic Recovery

www.azrecovery.gov

American Recovery and Reinvestment Act

www.recovery.gov

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Comments from the Council



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Next Steps

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Approval of Council Minutes
September 15, 2009
November 9, 2009
December 7, 2009

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Call to the Public Adjournment

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